

| As Alaskan schools have recognized the impact of trauma on their students, staff, and wider community, school staff have requested a guide to systemically gauge their trauma-engaged work. The **Transforming Schools Milestone Guides** can serve as a reference for superintendents, school administrators and teams, school staff, and school board members. Some guides also have steps for the community, students, and families. Milestone Guides offer four levels of action to complete, broken out by role, for each of the 11 components within the Framework and Toolkit.   * **Preparing** – In schools we prepare students all the time, for projects, concerts, and tests. We consider why certain skills and actions are important and what we need to prepare students for success. For our trauma-engaged work we gather information and resources to deepen understanding of why trauma-engaged work is essential to our mission and how we can begin. * **Starting** – After preparing we make a start. In schools, we start our reading skills, begin to play the music, or meet to begin the project. We see what skills students have and build on those skills and expand them. As a trauma-engaged team we assess where we are with this work – we see our strengths and weaknesses and we develop priorities of what we want to address. * **Applying** – After we get to know our students and their strengths we begin to build skills that are not there, and strengthen the ones that are. In trauma-engaged schools, we prioritize actions that can have the most impact, and we have the capacity to implement. Applying means that we are working together collectively and planning for the concrete trauma-engaged supports we want our students and families to have access to. We know that, like students, for us to feel confident and competent takes repetition and practice. * **Refining** – As students achieve their learning goals, we work with them to hone in on more subtle skills. For example, a student's writing style is enhanced, nuanced music skills are developed, or group activities skills are more deeply explored. Trauma-Engaged schools and staff take time to reflect on their structures, practices, and tools in order to make quality improvements by deepening and expanding their practice.   The Transforming Schools Milestone Guides offer steps and a starting point to deepen personal growth, establish a common vision with colleagues and community, and remind each of us that this is a process of preparing, starting, applying, and refining our trauma-engaged work. Individuals and teams move through the steps many times to continue to improve upon and deepen our approach.Using the Milestone tool, schools, districts, and individuals can reflect on how their work is going on an ongoing basis. While primarily a planning tool, the guides can also be used to celebrate progress. |
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| **LEADERSHIP: Readiness,  Planning, and Progress Monitoring Checklist**  **(To be Completed with the**  **Trauma-Engaged Team)** |
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| **Leadership 1. Develop Clear Messaging for Trauma-Engaged Schools.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Identify communication needs and tools for school staff, families, and other partners.  b.Use data and stories to help understand how to create trauma-engaged schools.  c.Decide on and use common language to develop a shared language across the school and community. | d.Develop a sequenced communication strategy that increases awareness of trauma, trauma-engaged schools, and social and emotional learning for specific audiences.  e. Promote the trauma-engaged school plan and year one activities. | f. Work with the Trauma-Engaged team to consider individuals who can be champions in the school and/or community to support the trauma-engaged communication strategy. | g. Reflect on message saturation and impact with various audiences, including students, staff, families, Elders, and other community members.  h. Modify communication needs and plans based on new understanding from data and conversations. |  |

| **Leadership 2. Establish a strong team and inclusive process for planning.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Understand key elements of establishing a Trauma-Engaged Team. | b. Build a team to represent a broad range of stakeholders and perspectives, including strategic leaders’ opinion leaders, and school board member(s).  c. Host planning meetings and dialogues for input.  d. Develop a shared understanding of school and community strengths.  e. Identify key planning and implementation approaches that address trauma, strong relationships, and school practices.  f. Work toward a shared vision and roadmap. | g. Work with key stakeholders to get feedback and initiate implementation.  h. Work with staff, families and partners to agree on language and strategies.  i. Include specific actions and accountability structures in roadmap to carry out Trauma-Engaged Priorities. | j. The Trauma-Engaged Team is representative of the families and students. |  |

| **Leadership 3. Develop a Trauma-Engaged Schools plan that provides clear action and monitoring steps.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Use the milestone guides and other identified tools to create a snapshot of current TES work and gaps.  b. Use a plan/do/study/act framework. | c. Work with key team to develop an annual action plan that identifies specific areas for action  (or start with e).  d. Identify clear steps for school staff to incorporate into their routines and practices. | e. Develop a three-year trauma-engaged plan with clear indicators, timelines, and responsibilities.  f. Promote and help to translate plan for implementers.  g. Check in quarterly with staff on how they have used specific routines and practices, to continually improve site plan. | h. Embed self-reflection and school reflection structures to give team a chance to assess how well the approaches are working, what difference they are making, and what quality improvements should be made for the following year.  i. Reflect on the progress and impact of the trauma-engaged plan on a regular basis.  j. Give staff the tools and resources to improve their individual, classroom, and school-wide approaches for impact.  k. Review key indicators and make plan updates and adjustments on a regular basis. |  |

| **STAFF: Planning & Readiness Milestone Guide** |
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| **Staff 1. Participate in developing and carrying out the Trauma-Engaged Plan.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Understand the SEL standards used in your district.  b. Contribute to the school scan of trauma-engaged practices.  c. Reflect on and assess comfort with, strengths, and learning priorities for trauma-engaged practices.  d. Request professional learning topics to improve Trauma-Engaged and Relationship Building Practices. | e. Learn to use trauma-engaged language in a way that makes sense for the school and community.  f. Gain understanding of trauma-engaged practices (school-wide, classroom, and individual).  g. Develop ways to discuss and get input from families, students and community members. | h. Translate TES goals into specific actions, practices, and approaches for the classroom.  i. Seek professional learning, peer support, and/or coaching to improve practices.  j. Review data regularly to monitor progress. | k. Reflect on which practices are most effective with students and families.  l. Learn from colleagues and community about how to effectively adapt approaches.  m. Identify additional data that would be helpful to gauging progress and impacts.  n. Request additional professional learning topics to improve Trauma-Engaged and Relationship Building Practices. |  |

| **TEAM: Trauma-Engaged Planning Team Milestone Guide** |
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| **Team 1. Establish a team.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Identify and recruit members who represent a broad range of school, family, board and community members. | b. Develop protocols for Trauma-Engaged team recommendations to link to school and community decision-making structures. | c. Establish relationships and trust, and work with networks to get broad buy-in. | d. Assess how to be more effective as a team (representation, process, and impact), using plan/do/reflect/ act framework. |  |

| **Team 2. Gain trust and consensus.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Identify clear approaches to link to community, families, students, boards, and staff teams. | b. Identify key dates to get input on plans. | c. Develop effective processes and tools to document progress and feedback. | d. Review progress and impact on a regular basis.  e. Develop strategies for continuous improvement. |  |

| **Team 3. Engage in the planning process.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Agree on approaches for planning including:  - Agendas and Processes  - Information Review  - Co-creation or Dialogues Structures  - Clear roadmap or [action plan](https://drive.google.com/file/d/1l048cYWPpwc_W_JTREQN2eFWwv5Hio5X/view) for one year and three years that incorporates priority elements  - Approval process and feedback  - Staff and funding resources | b. Continue to communicate and build consensus across school teams and with community partners.  c. Use a road map or action plan that has clear roles for various school staff, families, community partners, and others, including support roles.  d. Develop a road map that incorporates cultural context and restorative approaches.  e. Initiate a progress monitoring process and structure. | f. Provide concrete support during implementation.  g. Share planning team progress and impact with [who?].  h. Develop communications plan to share planning and implementation work, including specific tools for priority audiences and partners. | i. Adjust structures and roles as needed to optimize participation, relationships, and coordination.  j. Document and celebrate progress and milestones.  k. Use a continuous quality improvement approach to consider professional learning priorities, policies and procedures needs, and structures needed to effectively move from understanding to new practices.  l. Adjust 3–5-year plan annually, and 1-year action plan quarterly.  m. Evaluate approach through culturally responsive and community context. |  |

| **Team 4. Establish structures to track how the team is shifting mindsets and practices.** |
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| **Preparing** | **Starting** | **Applying** | **Refining** | **Key Dates & Next Steps** |
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| a. Establish structures and workgroups that will report progress back to the main group.  b. Establish reflective practice groups (a space to share your practice and reflect) for educators, administrators, counselors, and others.  c. List examples of steps that staff and community members can take to practice changes. | d. Share and refine  activities that help shift practices.  e. Choose tools from the Transforming Schools toolkit to share and support new practices.  f. Establish key dates for staff to network and share successes and challenges. | g. Report out on progress for key milestones at stakeholder meetings.  h. Take opportunities to reflect on progress and lessons learned. | i. Assess plan and update for the following year. The plan should help school staff, leadership, and TES team deepen understanding and shift practices, including specific milestones and opportunities for staff, families, and students. |  |